ABSTRACT

THESIS: Effect of Sustainable Design Learning Cycle on Construction Students' Reported Attitudes, Reported Behaviors, and Knowledge Regarding Sustainability

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The purpose of this research study was to determine the impact of a sustainable design learning cycle on students' reported attitudes, behaviors, and knowledge regarding sustainability. This research used a quasi-experimental design, employing a pre and post test within group design. Students in a high school construction course at small rural school in New York State were the subjects of the study. Subjects were given a pre test to measure their attitudes and behaviors regarding sustainability, then a treatment, consisting of a learning cycle regarding sustainable design in residential construction. Following the treatment, subjects took a post test identical to the pre test in order to compare changes in reported attitudes and behaviors. Also, during the course of the treatment, subjects made entries in a logbook which then underwent a content analysis for connections to the domains of sustainability and learning objectives. Given that this study was only conducted with one group of students in one school district, it should be noted that the results of this study cannot be generalized to the population. The results of this study show that there were no measured impact on students' attitudes and behaviors regarding sustainability.